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ABSTRACT

This study examined teachers' classroom material buying behaviors and trends. Data came from Quality Education Data's National Education Database, which includes U.S. K-12 public, private, and Catholic schools and districts. Researchers surveyed K-8 teachers randomly selected from QED's National Education Database. Results show that teachers spend over one billion dollars of their own money on classroom materials and about $700,000 of discretionary funds from the school and/or district. Price is the least important attribute when evaluating products. Relevance to the curriculum ranks first. Teachers and principals share the role of buying classroom materials. Teachers use such ordering venues as teacher stores, bookstores, and catalogs more for learning about products than for purchasing. Teachers from urban, African American, and Hispanic schools disproportionately do not use teacher stores, bookstores, and catalogs to learn about or order classroom materials. The Internet is not a dominant ordering venue, though teachers who purchase classroom materials online spend a considerable amount of their own money doing so. Results reveal that student test scores are used in most teachers' districts or schools for accountability, and most teachers believe standardized testing has had a negative effect on the classroom learning environment. (Contains 35 figures.) (SM)

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